

Thank you for your interest in implementing executive functions skills in your school. We are passionate about this topic and believe the development of executive functions in every student is critical to their academic and life success.

The download you are reviewing is the middle school version of our Executive Functions Skill-Building Program. While the high school version is similar, the sequence and language follow a slightly different, more age-appropriate format. We believe this download provides valuable insight into both the middle and high school versions of this program.

This curriculum was developed in conjunction with research provided by experts at Rush NeuroBehavioral Center—an institution that provides the best care to children, teens and young adults who have difficulty forming relationships, regulating behavior, or functioning effectively because of differences in the way their brains process information.

Because of the brain's amazing ability to create new pathways and to change and evolve based on experiences, it is important to provide students year-round opportunity for practicing and refining executive functions skills. This was the premise for developing this interactive curriculum. This free download provides an opportunity for you to get a sneak peek into the entire program.

What's included in this download:

**Teacher Curriculum Notebook**

- Complete table of contents from the full program
- Introduction and implementation of the program
- Unit 4: Time Management, including four lessons and all worksheets

**Student Guide**

- Unit 4: Time Management, including four lessons and all worksheets

We hope this information sparks your enthusiasm for implementing executive functions skill-building with students. To learn more about the full program and its supporting resources, visit [www.premier.us/Executive-Functions](http://www.premier.us/Executive-Functions).

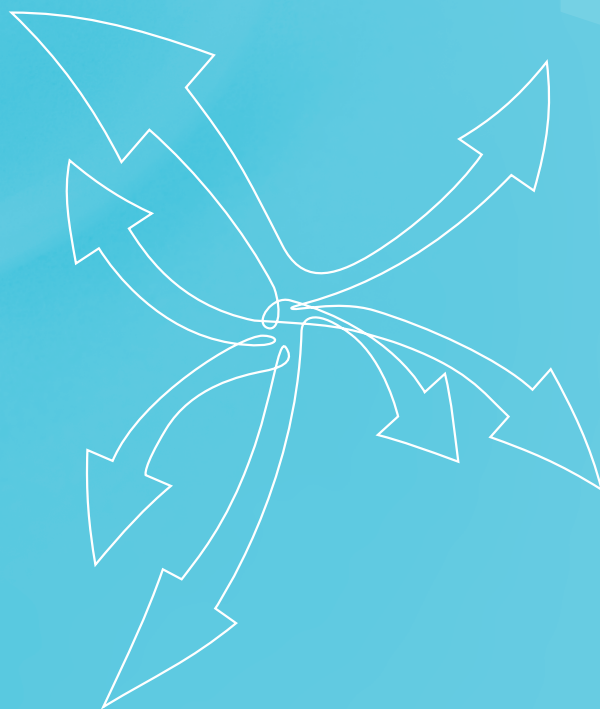
To contact a sales consultant with additional questions or to receive a quote for purchasing this program or other tools for your school, call 1-800-221-1165.

This curriculum is being adapted to accommodate learning in schools throughout North America. This is the middle school version of this curriculum. While the high school version is similar, the sequence and language follows a slightly different, more age-appropriate format.

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# 1. OVERVIEW

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OVERVIEW



## TABLE OF CONTENTS:

- INTRODUCTION LETTER
- EXECUTIVE FUNCTIONS TEACHER CURRICULUM NOTEBOOK PAGES
  - TABLE OF CONTENTS .....1-1
  - INTRODUCTION.....1-6
  - UNIT 4: TIME MANAGEMENT.....4-1
- CLOSING LETTER

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4711 West Golf Road

Suite 1100

Skokie, Illinois 60076

847.933.9339

Principal Authors: Georgia Bozeday, Ed.D., *Editor and Director of the Educational Services Department*; Julie Gidaspow, Sarah Minton, MAT; Michael Smith

Other Contributors: Barbara Resnick, MS; Adelaide Allen, Ed.M; Bradley Bergey, M.Ed

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# Contents

## 1. OVERVIEW

Introduction and Research.....	1-6
What are Executive Functions?.....	1-10
Curriculum Notebook Content and Organization.....	1-11
Unit Overviews .....	1-12
Scope and Sequence.....	1-16

## 2. CLASSROOM STRUCTURES AND LEARNING ENVIRONMENT

Unit Overview.....	2-1
Teacher Resource: <i>Structures and Systems Checklist</i> .....	2-6

## 3. MATERIALS MANAGEMENT

Unit Overview.....	3-1
Assessment and Progress Monitoring .....	3-3
Lesson 1: <b>Setting Up the Binder</b> .....	3-5
Student Resource: <i>Binder System</i> .....	3-7
Teacher Resource: <i>Labels</i> .....	3-8
Teacher Resource: <i>Where Does It Go? Answer Key</i> .....	3-9
Student Resource: <i>Managing My Materials</i> .....	3-10
Student Resource: <i>Binder Checklist</i> .....	3-11
Lesson 2: <b>Setting Up a Student System</b> .....	3-12
Student Resource: <i>Managing My School Papers</i> .....	3-14
Lesson 3: <b>Long-Term Storage</b> .....	3-15

## 4. TIME MANAGEMENT AND PLANNING

Unit Overview.....	4-1
Assessment and Progress Monitoring .....	4-3
Lesson 1: <b>Planning</b> .....	4-5
Student Resource: <i>Using a Planner</i> .....	4-7
Student Resource: <i>Brad's Planner</i> .....	4-8
Student Resource: <i>Planner Checklist</i> .....	4-9
Lesson 2: <b>Making Time for Homework</b> .....	4-10
Student Resource: <i>How Do I Spend My Time?</i> .....	4-12
Student Resource: <i>Planning My Time</i> .....	4-13



Lesson 3: <b>Practice Prioritizing</b> .....	4-1
Student Worksheet: <i>Tom's Homework</i> .....	4-1
Lesson 4: <b>Task Analysis</b> .....	4-17
Teacher Resource: <i>Example of Task Analysis</i> .....	4-19
Student Resource: <i>Project: Recycle</i> .....	4-20
Student Resource: <i>Task Analysis Template</i> .....	4-21
Student Resource: <i>Time Management</i> .....	4-22

## 5. STUDY STRATEGIES

Unit Overview .....	5-1
Assessment and Progress Monitoring .....	5-5

### FOLLOWING DIRECTIONS

Lesson 1: <b>Engaged Listening</b> .....	5-7
Teacher Resource: <i>Engaged Listening Activity Directions</i> .....	5-10
Teacher Resource: <i>Engaged Listening Activity Cards</i> .....	5-11
Teacher Resource: <i>Engaged Listening Activity Cards Answers</i> .....	5-17
Student Resource: <i>Really Following Directions</i> .....	5-20
Lesson 2: <b>Following Written Directions</b> .....	5-21
Teacher Resource: <i>Fun with Numbers</i> .....	5-23
Student Resource: <i>Following Written Directions: CUCC</i> .....	5-24
Teacher Resource: <i>CUCC Model and Practice: Volcano Answers</i> .....	5-25
Teacher Resource: <i>Assess CUCC: Book Review Project Answers</i> .....	5-26

### READING PREPARATION

Lesson 1: <b>Reading for Different Purposes</b> .....	5-27
Student Resource: <i>Three Blind Men and an Elephant</i> .....	5-29
Lesson 2: <b>Skimming Articles</b> .....	5-30
Student Resource: <i>Skimming Articles</i> .....	5-32
Lesson 3: <b>Previewing a Chapter</b> .....	5-33
Teacher Resource: <i>The Big Picture: Strategies for Reading a Textbook</i> .....	5-35
Student Resource: <i>The Big Picture: Student Response</i> .....	5-36
Student Resource: <i>Reading and Writing</i> .....	5-37
Lesson 4: <b>Reading a Math Text</b> .....	5-38
Student Resource: <i>Strategies for Reading a Math Textbook</i> .....	5-40
Student Resource: <i>Math Notes</i> .....	5-41

### WRITING PREPARATION AND REFLECTION

Lesson 1: <b>Writing an Effective Summary</b> .....	5-42
Lesson 2: <b>Tips for Editing</b> .....	5-44
Student Resource: <i>Editing Checklist</i> .....	5-45

## MATH PREPARATION

Lesson 1: <b>Creating a Troubleshooting Journal</b> .....	
Teacher Resource: <i>Math Troubleshooting Tips</i> .....	5-48

## MEMORY TECHNIQUES

Lesson 1: <b>Acronyms and Acrostics</b> .....	5-49
Student Resource: <i>Mnemonic Devices</i> .....	5-51
Student Resource: <i>Map of the Midwest</i> .....	5-52
Lesson 2: <b>Categorization</b> .....	5-53
Teacher Resource: <i>Memorization Strategies</i> .....	5-55
Student Resource: <i>The Categorization Method</i> .....	5-56
Student Resource: <i>Categorize and Memorize</i> .....	5-57
Student Resource: <i>Create Your Own Categories</i> .....	5-58
Teacher Resource: <i>Possible Categories Answers</i> .....	5-59

## NOTE TAKING/ORGANIZING INFORMATION

Lesson 1: <b>Organizing Information</b> .....	5-60
Student Resource: <i>Note Taking</i> .....	5-62
Student Resource: <i>Organizing Information</i> .....	5-63
Student Resource: <i>Fingerprints</i> .....	5-65
Student Resource: <i>Book vs. Film</i> .....	5-66
Student Resource: <i>Life Cycle of a Frog</i> .....	5-67
Student Resource: <i>Inside The Outsiders</i> .....	5-68
Lesson 2: <b>Two-Column Note Taking</b> .....	5-69
Student Resource: <i>Benefits of Two-Column Notes</i> .....	5-71
Student Resource: <i>Two-Column Notes Template</i> .....	5-72
Lesson 3: <b>Three-Column Note Taking</b> .....	5-73
Teacher Resource: <i>Three-Column Notes Sample</i> .....	5-75
Student Resource: <i>Three-Column Notes Template</i> .....	5-76

## TEST PREPARATION AND REFLECTION

Lesson 1: <b>Creating Study Plans</b> .....	5-77
Student Resource: <i>The Best Way for Me to Prepare</i> .....	5-79
Student Resource: <i>Getting Ready</i> .....	5-80
Student Resource: <i>Sample Study Plan</i> .....	5-81
Student Resource: <i>Study Plan Template</i> .....	5-82
Lesson 2: <b>Introducing Testing Formats</b> .....	5-83
Student Resource: <i>Test Tips for All Types</i> .....	5-85
Teacher Resource: <i>Mock Questions</i> .....	5-86
Lesson 3: <b>Applying Testing Strategies</b> .....	5-87
Student Resource: <i>Beat the Test Maker!</i> .....	5-89
Student Resource: <i>Tips for Standardized Tests</i> .....	5-91
Student Resource: <i>Doing Your Best on the Test!</i> .....	5-92

Lesson 4: <b>Analyzing Mistakes</b> .....	
Student Resource: <i>Analyzing Mistakes</i> .....	5-9
Lesson 5: <b>Creating a Rubric</b> .....	5-96
Student Resource: <i>Science Fair Rubric</i> .....	5-98
Student Resource: <i>Project _____ Rubric</i> .....	5-99
Lesson 6: <b>Tracking Grades</b> .....	5-100
Student Resource: <i>Sample Grade Tracker</i> .....	5-102
Student Resource: <i>Grade Tracker</i> .....	5-103

## 6. GOAL SETTING

Unit Overview .....	6-1
Assessment and Progress Monitoring .....	6-3
Lesson 1: <b>Making a Goal Map</b> .....	6-5
Teacher Resource: <i>Example Goal Map 1</i> .....	6-8
Teacher Resource: <i>Example Goal Map 2</i> .....	6-9
Lesson 2: <b>SMART Goals</b> .....	6-10
Student Resource: <i>Goal Setting</i> .....	6-12
Student Resource: <i>Can You Recognize SMART Goals?</i> .....	6-13
Teacher Resource: <i>Can You Recognize SMART Goals? Answers</i> .....	6-14
Lesson 3: <b>Creating Action Steps for SMART Goals</b> .....	6-15
Student Resource: <i>Goal Planning Worksheet</i> .....	6-17

## 7. DECISION MAKING/ PROBLEM SOLVING

Unit Overview .....	7-1
Assessment and Progress Monitoring .....	7-3
Lesson 1: <b>Making Tough Decisions</b> .....	7-5
Teacher Resource: <i>Gathering Information Sheets</i> .....	7-8
Student Resource: <i>Making Tough Decisions</i> .....	7-17
Student Resource: <i>Maria's Decision</i> .....	7-18
Student Resource: <i>Working Through the Decision</i> .....	7-19
Teacher Resource: <i>Pros and Cons Possible Answers</i> .....	7-20
Lesson 2: <b>Making Quick Decisions</b> .....	7-21
Student Resource: <i>Decision Scenarios</i> .....	7-23
Student Resource: <i>Scenario 1</i> .....	7-24
Student Resource: <i>Scenario 2</i> .....	7-25
Student Resource: <i>Scenario 3</i> .....	7-26

## 8. LEARNING STRENGTHS

Unit Overview .....	
Lesson 1: <b>Identifying Learning Strengths</b> .....	<b>8-3</b>
Teacher Resource: <i>Multiple Intelligence: Subject Area Suggestions</i> .....	<b>8-5</b>
Teacher Resource: <i>Application of Learning Styles</i> .....	<b>8-9</b>
Student Resource: <i>Finding Your Strengths</i> .....	<b>8-10</b>
Student Resource: <i>What are My Learning Strengths?</i> .....	<b>8-11</b>
Student Resource: <i>My Learning Strengths Profile</i> .....	<b>8-15</b>
Teacher Resource: <i>Learning Strengths Classroom Tally Sheet</i> .....	<b>8-16</b>
Student Resource: <i>Learning Strengths and Study Strategies</i> .....	<b>8-17</b>
Lesson 2: <b>Experiencing Multiple Intelligences</b> .....	<b>8-18</b>
Student Resource: <i>Linguistic</i> .....	<b>8-22</b>
Student Resource: <i>Logical/Mathematical</i> .....	<b>8-23</b>
Student Resource: <i>Spatial</i> .....	<b>8-24</b>
Student Resource: <i>Bodily/Kinesthetic</i> .....	<b>8-25</b>
Student Resource: <i>Musical</i> .....	<b>8-26</b>
Student Resource: <i>Interpersonal</i> .....	<b>8-27</b>
Student Resource: <i>Intrapersonal</i> .....	<b>8-28</b>
Student Resource: <i>Naturalist</i> .....	<b>8-29</b>
Student Resource: <i>Culminating Reflection</i> .....	<b>8-30</b>

## 9. APPENDIX

Executive Functions Reminder .....	<b>9-1</b>
Teacher Resource: <i>Additional Accommodations</i> .....	<b>9-2</b>
References .....	<b>9-5</b>

## 10. NOTES

# Welcome

## RESULTS FROM SEVERAL INDEPENDENT STUDIES CONDUCTED OVER THE PAST TEN YEARS HAVE POINTED CONSISTENTLY TO THE RELATIONSHIP BETWEEN SUCCESSES IN SCHOOL, AS WELL AS SOCIALLY, AND STRENGTHS IN EXECUTIVE FUNCTIONS.

Executive functions are the cognitive processes occurring in the frontal lobe area of the brain that allow one to plan, organize, make decisions, pay attention, regulate behavior, solve problems, and evaluate decisions. Parents and students have long understood that the more highly disciplined students outperform their peers in report card grades, standardized achievement test scores, admission to a competitive high school, and attendance. However, a powerful new study conducted with eighth grade students (Duckworth, A.L., & Seligman, M.E.P. 2005 *Psychological Science*, 16(12), 939–944) reported that self-discipline tests administered by the researchers more accurately predicted which students would achieve and improve their grades than a simple IQ test alone. Specific areas of results relevant to school performance included the following:

- Self-discipline predicted academic performance more robustly than IQ.
- Self-discipline has also predicted which students would improve their grades over the school year.
- Compared with more impulsive peers, highly self-disciplined students
  - achieve better grades on report cards and earn a higher overall GPA,
  - score higher in achievement tests and college admissions tests,
  - gain admission to selective high schools and colleges at a higher rate,
  - have fewer absences from class,
  - spend more time on coursework,
  - watch less TV,
  - start their coursework earlier in the day, and
  - begin long-term assignments earlier in the timeline of completing the project.

Studies conducted at the high school and college level underscore these same results. Greenfield Online (2006) conducted a survey with college students across all years, addressing high school preparation for skills essential for success in college. Eighty-eight percent named time management as the most challenging aspect of college life, and eighty-seven percent listed overall organizational skills as their chief problem area relative to earning better grades in their college courses. Similar to studies with high school and middle school students, difficulty with “getting organized and staying organized” was listed as the primary reason for academic underperformance.



In their study, Duckworth and Seligman addressed the issue of self-discipline, which is often referred to within the executive functions literature as self-regulation. Regarding their research conducted with graduating eighth-graders, they wrote, “Underachievement among American students is often blamed on inadequate teachers, boring textbooks, and large class sizes. We (the researchers) suggest another reason for students falling short of their intellectual potential: their failure to exercise self-discipline. . . . We believe that many American students have trouble making choices that require them to sacrifice short-term pleasure for long-term gain, and that programs that build self-discipline may be the royal road to building academic achievement.”

## EXECUTIVE FUNCTIONS RESEARCH: MIDDLE SCHOOL, HIGH SCHOOL, AND COLLEGE LEVEL

The following represents a summary of overall findings from studies conducted at the middle school, high school, and college levels, examining academic performance and executive functions competency:

- Mastery of executive functions is a better predictor of school success than IQ.
- Poor performance in executive functions is associated with high dropout rates, drug use, and crime.
- Self-regulation skills predict development across all domains, emotional and academic.

## EXECUTIVE FUNCTIONS RESEARCH: PRESCHOOL

Adele Diamond (Diamond, A., Barnett, W.S., Thomas, J., & Munro, S. 2007. Preschool program improves cognitive control, *Science*, 318, 1387–1388.) examined executive functions in preschoolers, aged three and four, and reported remarkably similar results:

- Competency in executive functions is ranked by kindergarten teachers as most important for school readiness.
- Competency in executive functions more strongly correlates with reading and math proficiency than IQ.
- Ability to use working memory and inhibit unfocused behavior predict math and reading readiness for elementary school.

## RESEARCH SUMMARY FOR RNBC EXECUTIVE FUNCTIONS PROGRAM

Rush NeuroBehavioral Center (RNBC), an affiliate of Rush University Medical Center, has conducted internal research on the impact on students in schools that are implementing the RNBC Executive Functions Program. This research was conducted by an independent researcher, Dr. Scott Leon from Loyola University. The following is an executive summary of this multi-year research:

1. Students in the four schools included in this study of the Executive Functions Program during the school year 2006–2007 demonstrated a high degree of adherence to the foundational components of the materials management segment of the program. Put in terms of “meets and exceeds” expectations, the overall averages for these schools were as follows: 100% of students had their binders at school, 95% of those binders were set up appropriately with labeled dividers for the subject areas, 82% of students used the front divider pocket correctly, and 86% used the back pocket correctly.
2. Students who performed well in the Executive Functions Curriculum had a higher rate of homework completion and earned higher grades, as measured in math and reading.
3. A quantitative evaluation of the Executive Functions Curriculum’s possible impact on standardized assessment revealed that students who demonstrated greater adherence to the Executive Functions Curriculum throughout the school year performed significantly better on the spring *Learning First* reading assessment and on the ISAT reading tests, even after controlling for demographic variables and prior years’ scores.



4. Students, parents, and faculty expressed satisfaction with Rush's Executive Functions (EF) Curriculum. Sample student comments included: "I became more organized this year through the binder and the homework system. I didn't lose my homework as much." "I take better notes now. I can listen to the teacher and take notes at the same time; I couldn't do that before. It helps me study better. I study for shorter periods of time now."
5. Students demonstrated a real "pride of ownership" regarding the EF Curriculum. Across age and schools, students almost universally participated in several core features of the curriculum, including the following:
  - Arrived at school with binders on a daily basis
  - Used separate dividers for each class, as directed by the EF Curriculum
  - Had class names clearly written on dividers
  - Spoke to interviewing evaluators about how they successfully used the monthly calendar, homework board, and the planner
6. Rush's EF Program is unique for a curriculum of its kind in providing an orientation based on integrating the EF Program with the broader school curriculum. For example, when learning about timelines in history, the students learned about the importance of making timelines in the EF Curriculum. This integrated component has led to measurable improvements in the students' adherence to the curriculum.

## DEVELOPMENTAL SEQUENCE FOR EXECUTIVE FUNCTIONS

We know that what we are defining as executive functions begins developing at birth. Recent research (Bronson, 2000) points to clear development during the preschool years of many of the basic executive functions. Ylvisaker and Feeney (2002) conducted a comprehensive meta-study of the development of executive functions throughout childhood and into the young adult years. They state, "The understanding of EFs applies to the simple and concrete problem-solving behavior of preschoolers ... at one extreme, and to the complex and abstract strategic thinking and problem solving of scientists at the other." These authors also point out that by the time a child enters kindergarten, he/she is demonstrating each of the basic executive functions, including planning and organizing, goal setting, initiating and inhibiting behavior, and decision making/problem solving.

While acknowledging that each of the areas of executive functions begins developing early and continues developing into adulthood, these authors define certain executive functions that appear to be connected developmentally with specific age groups. That is, the elementary years place more developmental emphasis on self-regulation and visual analysis. During the later elementary years and throughout adolescence, complex planning and verbal fluency continue developing, along with attentional control, processing, and a more sophisticated approach to goal setting, planning, and time management. Strategic thinking skill areas related to self-monitoring and self-evaluation receive increasing focus developmentally moving into later adolescence. As one enters adulthood, emphasis seems to be placed more on strategic problem solving and decision making as well as developing cognitive flexibility.

The sequential and spiraling nature associated with the development of executive functions throughout childhood and into adulthood requires teachers and parents to provide an appropriate amount and level of support and scaffolding to meet individual students' needs relative to gaining proficiency in executive functions.

We know that development of executive functions during the school years, particularly in relation to academic tasks, depends in part on the nature of the student's instruction. As our research and that of others (Flaveli, 2002) indicates, students participating in school programs that intentionally incorporate executive functions into everyday instruction will demonstrate a higher level of application in their academic undertakings. The RNBC Executive Functions Program features lessons constructed to

maximize this developmental sequence inherent in a students' acquisition of these skill sets. Lessons within the RNBC Executive Functions Curriculum are grouped within three age categories: Intermediate (Grades 3, 4, and 5), Middle School (Grades 6, 7, and 8), and High School. Activities within each of these three Curriculum Notebooks are written specifically to appeal to each of these age/grade level groups.

## ADMINISTRATIVE ROLE IN ACHIEVING A SUCCESSFUL IMPLEMENTATION

Building administrative leadership and support is prominent in each of the school sites which have demonstrated highly successful implementation of the RNBC Executive Functions Program. In many cases, the building principal has attended both the in-service meetings and some (if not all) of the team or grade-level consultations, including model lessons conducted in classrooms. The school and district leadership in these settings has communicated to the faculty that the Executive Functions Program is a priority, which will be implemented within the school over several years. Some schools have selected faculty members to be the on-site Executive Functions point teachers, concerning matters involving implementation of the program.

The type of implementation model for the Executive Functions Program varies depending on what best suits the individual school site. Some schools have chosen to begin the program as a pilot undertaking, involving only a few classrooms or, in smaller school systems, one or two grade levels consisting of ten teachers and under a hundred students. We have also worked with multiple grade levels in larger schools, consisting of around one hundred teachers and several hundred students. In all instances, the success of the implementation relative to student academic performance and creating a school culture that values executive functioning depends on the level of engagement of the teachers who are the daily users of the program and the level of support and prioritization of the building administrators.

## STRUCTURE OF THE EXECUTIVE FUNCTIONS CURRICULUM

The sequence of lessons in the Executive Functions Curriculum is based on the logical sequence of teaching and learning experiences in the classroom. The first section has three topics (Classroom Structures and Learning Environment, Materials Management, Time Management and Planning) that are referenced in the Executive Functions Curriculum as the foundational units. Educators are well aware that these three areas are best addressed during the first weeks of school. Once firmly in place, these areas form a solid foundation for the classroom, maximizing the ways students benefit from the coursework curriculum. In keeping with the high level of importance of these foundational units, the Executive Functions Curriculum not only places them first, but also recommends on-going consistency and reinforcement of these topics throughout the school year.

The order of the second and third sections, Study Strategies (Following Directions, Academic Support, Memory Techniques, Taking/Organizing Information, Test Preparation and Reflection) and Personal Growth (Goal Setting, Decision Making/Problem Solving, Learning Strengths) respectively, reflects the customary academic priority of the regular classroom. That said, teachers might wish to evaluate the sequence of lessons within these last two sections, rearranging them to suit individual teaching philosophy, as well as the unique demands of each specific group of students and grade-level content requirements. In our experience, teachers may choose to lead the class in goal setting and/or learning strengths lessons (both from the Personal Growth section) early on in the school year, in order to build on and incorporate these areas into content curriculum.

In similar fashion, the Scope and Sequence is designed to be used as a guide for educators. After teaching the topics included in the Foundational Units, teachers can choose lessons from among the remaining topics and units, according to the needs of their classroom and students. Once again, the Scope and Sequence makes recommendations for educators for this process and deliberately revisits the topics included within the Foundational Units at various intervals during the school year.

# Rush NeuroBehavioral Center's Executive Functions Program

## WHAT ARE EXECUTIVE FUNCTIONS?

Executive functions are the cognitive processes occurring in the frontal lobe area of the brain that allow one to plan, organize, make decisions, pay attention, regulate behavior, solve problems, and evaluate decisions. Following the mission at Rush NeuroBehavioral Center (RNBC), and in accordance with the teaching and research focus of Rush University Medical Center, RNBC's Educational Services Department has developed a school-based program for teachers and students. This program is currently being implemented in several public and private schools in both city and suburban settings. Based in neuroscience, the curriculum focuses on organizational skills, time management strategies, the ability to assess individual strengths, goal setting, and the utilization of study skills to optimize academic and behavioral successes. Current research suggests that the development of these executive functions is essential for success both in school and later in life.

### Executive functions include:

- self-regulation of attentional, cognitive, and affective behaviors
- ability to efficiently manage time and materials
- awareness of one's strengths and weaknesses
- ability to engage in goal-directed behavior, including initiating behaviors
- ability to monitor and evaluate performance in relation to one's goals
- ability to flexibly revise plans and strategically solve problems

## HOW DO EXECUTIVE FUNCTIONS DEVELOP?

The maturation of executive functions follows a developmental progression beginning in infancy and continuing into adulthood. Developing Executive Functions involves dynamic ongoing refinement of higher-order thinking skills, such as the ability to analyze a task, solve problems, and engage in the process of decision-making. The Executive Functions Program at RNBC is based on a firm understanding of brain research, and supports the step-by-step development of executive functions and the enhancement of higher-order thinking skills in an effort to optimize educational performance.

While many executive functions are thought to be acquired naturally, at RNBC we believe that these skills need to be incorporated into the educational setting and integrated into lesson plans. Therefore, this curriculum is designed to help facilitate the teaching and execution of a school-wide Executive Functions Program. Based on a consistent system of implementation, the objective for all students is the establishment of regular behavioral and cognitive routines.

# Curriculum Contents and Organization

## FOUNDATIONAL UNITS

### Classroom Structures and Learning Environment

This unit includes suggestions for designing the physical environment of your classroom, handling the logistics of assigning and collecting homework, managing time and transitions, as well as modeling organization strategies for your students.

### Materials Management

This unit lays out a binder organizational system to help students better manage their materials, presents options for classroom or individual long-term storage of important papers, as well as describes techniques for tracking academic performance.

### Time Management and Planning

This unit teaches students to manage time by using personal planners to record homework and important activities, prioritizing assignments, and breaking down long-term tasks.

## STUDY STRATEGIES UNIT

This unit includes tips to improve students' ability to follow oral and written directions; take accurate notes and organize information; apply useful memory techniques; and effectively prepare for, take, and reflect on tests. This unit supports the foundational academic skills of reading, writing, and math. Proactive studying and self-reflection helps to support the strategies for middle school, high school, and beyond.

## PERSONAL GROWTH UNITS

### Goal Setting

This unit emphasizes the importance of goal setting in a variety of contexts, describes characteristics of successful goals, and explains how to break down long-term goals into action steps.

### Decision Making/Problem Solving

This unit demonstrates the necessary steps students should take when making important and difficult decisions. It emphasizes gathering information, weighing the pros and cons, and creating possible outcomes.

### Learning Strengths

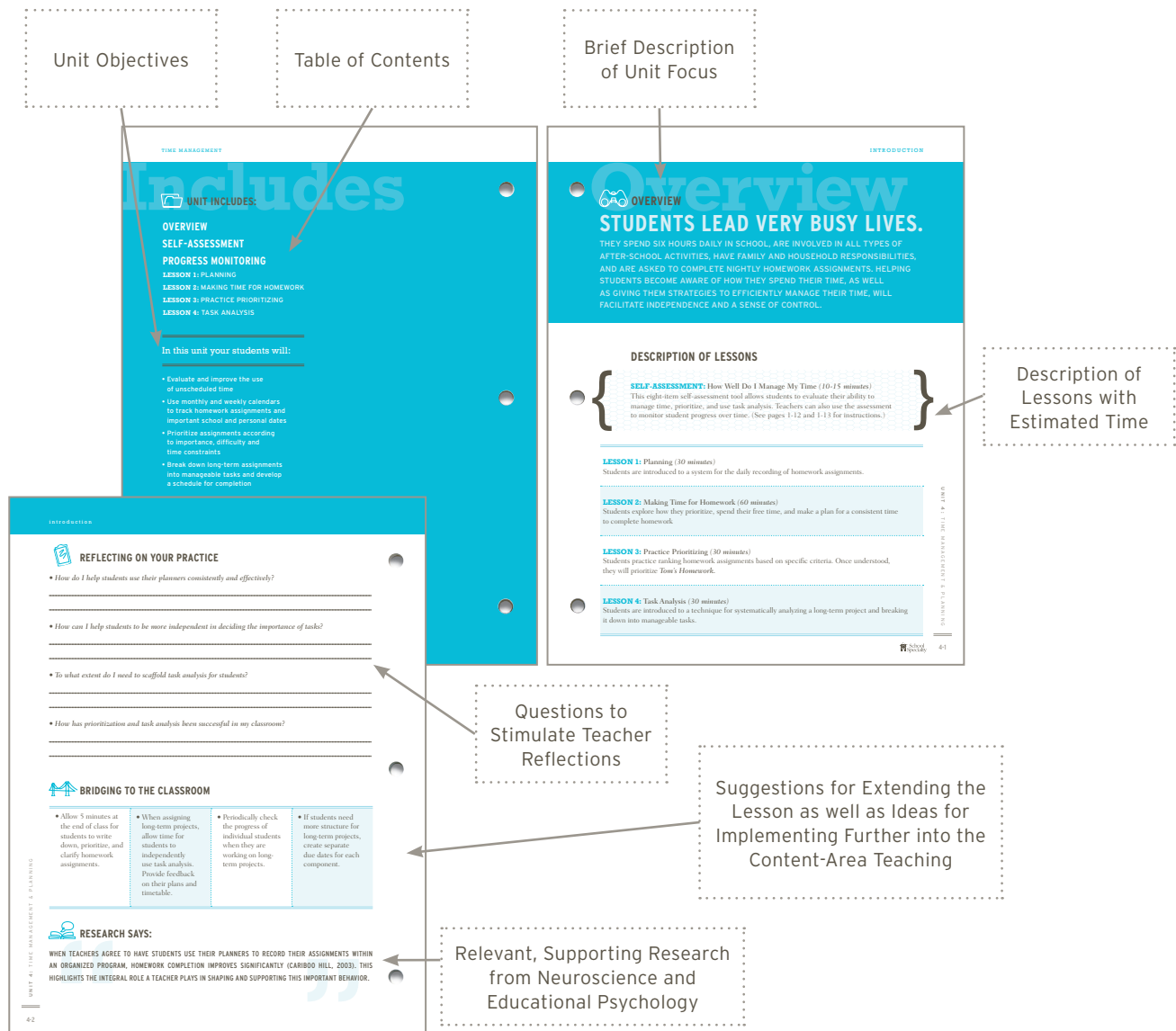
This unit helps students identify, understand, and optimize their learning strengths in the context of different tasks and academic content areas.

## HOW TO USE THE CURRICULUM NOTEBOOK

The units are organized in a similar fashion to facilitate your use of the Curriculum Notebook. Each unit consists of a two-page overview, a self-assessment tool, student resources, teacher resources, and lesson plans. The following pages explore each of these components more closely so that you can more efficiently and effectively use these teaching tools. The first unit—Classroom Structures and Learning Environment—uses a different format.

# UNIT OVERVIEWS

Each unit begins with a unit overview. This overview contains the table of contents, student objectives, and a general overview and description of the unit topic. It also briefly describes the lesson plans, provides tips for content-area teaching, questions for reflection, and supporting research.



## SELF-ASSESSMENTS

Self-Assessment tools have been developed for each of the units in the Curriculum Notebook and can be found after the *Unit Overview* within each section. The self-assessments are designed to determine if a student is already using any of the skills presented in the unit as well as a way to monitor progress (with the exception of *Classroom Structures and Learning Environment* and *Learning Strengths*). The assessment can be completed in less than 10 minutes and can be self-administered or presented as a teacher-student interview. The self-assessments yield important

data regarding students' habits and performance. Teachers can use the self-assessments to gather baseline data before beginning a unit, providing important information about students' prior knowledge. Additionally, students can use the assessments to reflect on what skills they already possess and what skills might be beneficial for them to learn.

The unit self-assessment can be re-administered after completing the unit and at multiple points during the year. This generates data that can be used to understand changes in students' behaviors and attitudes and to adapt instruction accordingly. To score, total the points on the student's assessment and circle the corresponding number on the tracking sheet. When the student completes the assessment for a second time, the points are again added and the number in the column immediately to the right is circled. The circled numbers can be connected, creating a line graph of progress. This process can be completed up to four times, such as once a week for a month, or once a month for a semester. Tracking sheets are located after each self-assessment.

INTRODUCTION: SELF-ASSESSMENT

### Teacher Resource: Monthly Progress Monitoring Charts

TIME MANAGEMENT	EVALUATION			
	DATE	DATE	DATE	DATE
Mastery	24	24	24	24
	23	23	23	23
	22	22	22	22
	21	21	21	21
Developing	20	20	20	20
	19	19	19	19
	18	18	18	18
	17	17	17	17
Emerging	16	16	16	16
	15	15	15	15
	14	14	14	14
	13	13	13	13
Not Yet Established	12	12	12	12
	11	11	11	11
	10	10	10	10
	9	9	9	9

4-4

Add the self-assessment scores of an individual student and plot them on the Monthly Progress Monitoring Chart, which demonstrates changes over four evaluations.

INTRODUCTION: SELF-ASSESSMENT

### Student Worksheet: How Well Do I Manage My Time?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	NONE OF THE TIME 0	SOME OF THE TIME 1	MOST OF THE TIME 2	ALL OF THE TIME 3
I have dates from my school and personal schedules in my planner.				
I write all my assignments in my planner every school day.				
I record my after-school activities in my planner every day.				
I prioritize my assignments each night.				
I know how to break a long-term assignment into manageable parts and add them to my planner.				
I allow enough time to complete my assignments.				
I work on long-term projects a little bit at a time.				
I hand my assignments in on time.				

Reflection Questions:

- How do I manage my time? \_\_\_\_\_
- What system do I use to remain aware of all my assignments in order to complete them on time? \_\_\_\_\_
- What strategies will help me to better manage my time? \_\_\_\_\_

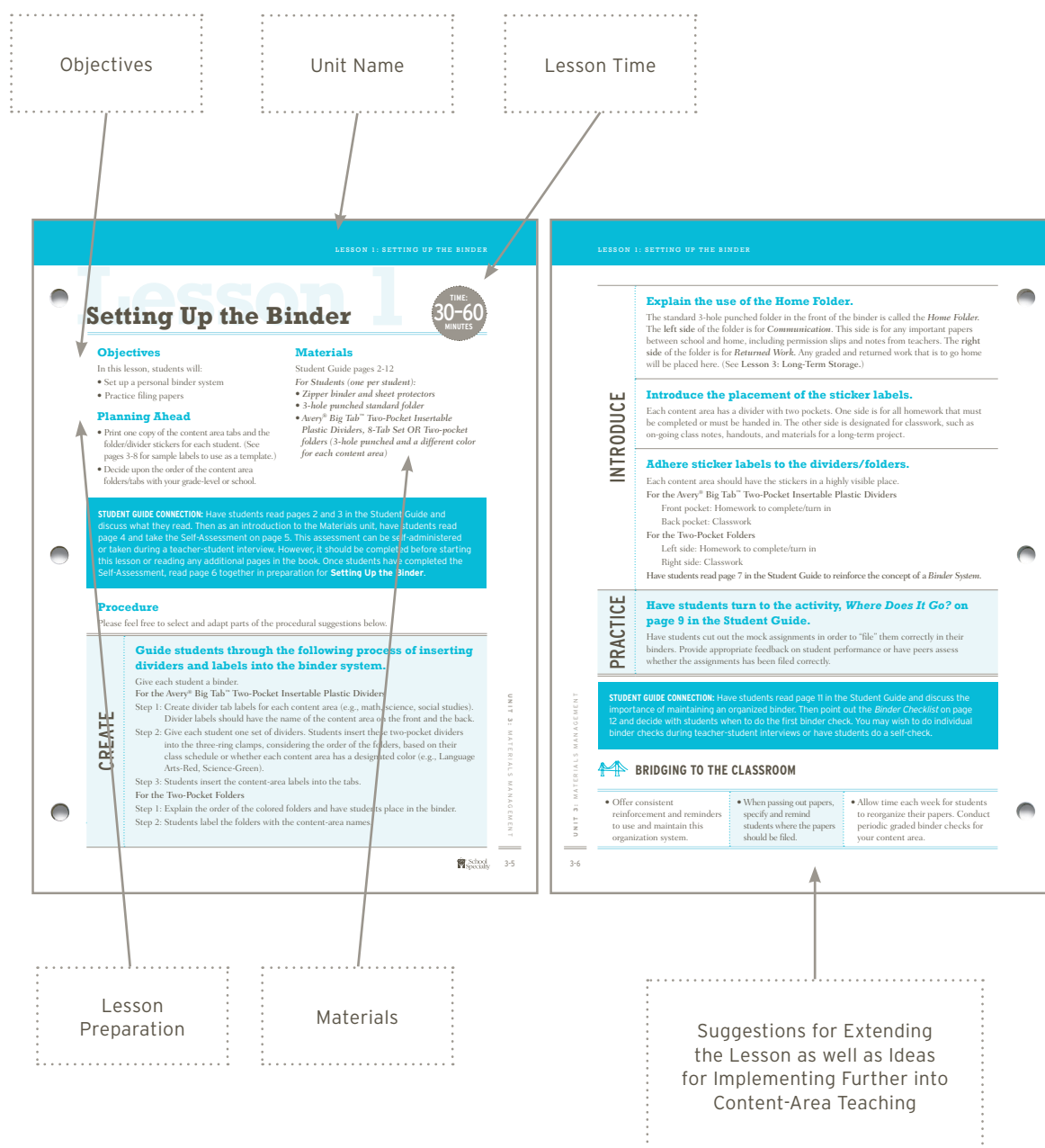
4-5



# LESSON PLANS

This curriculum is being adapted to accommodate learning in schools throughout North America. This is the middle school version of this curriculum. While the high school version is similar, the sequence and language follows a slightly different, more age-appropriate format.

Lesson plans identify student objectives, necessary preparations, materials, procedures, and tips for extending the lesson and/or integrating it into content-area teaching. Feel free to adapt and change aspects of the lesson plans to fit your needs.



- Progress Monitoring
- Summaries
- Activities
- Templates
- Reflections

Most units contain teacher resource pages. These documents are intended to clarify and expound upon key concepts.

LESSON 1: SETTING UP THE BINDER

# Teacher Resource:

## Where Does It Go?

**DIRECTIONS:** Cut out the boxes below. Read the information in each box and decide which folder/divider would be the most appropriate place to file it in your binder. Write the name of the folder/divider on the back of the slip of paper.

<p>Map of Illinois discussed in class and needed for a test</p> <p><i>Social Studies: Classwork (Back Pocket/ Right Side)</i></p>	<p>A sample paragraph that you will use regularly to reference a well-constructed paragraph</p> <p><i>Writing: Classwork (Back Pocket/ Right Side)</i></p>
<p>A timeline to study for a test tomorrow</p> <p><i>Social Studies: Homework (Front Pocket/ Left Side)</i></p>	<p>A diagram of the parts of a flower that you got in class today. Tomorrow you will use it to create a poster</p> <p><i>Science: Classwork (Back Pocket/ Right Side)</i></p>
<p>A graded geometry quiz on line segments and shapes</p> <p><i>Home Folder: Returned Work (Right Side)</i></p>	<p>A rough draft of a research paper. You will make revisions and turn it in next week</p> <p><i>Writing: Classwork (Back Pocket/ Right Side)</i></p>
<p>Unfinished lab report due tomorrow</p> <p><i>Science: Homework (Front Pocket/Left Side)</i></p>	<p>A note for your parents explaining an upcoming field trip</p> <p><i>Home Folder: Communication (Left Side)</i></p>
<p>Blank paper</p> <p><i>(Folder/Divider)</i></p>	<p>Notes taken on the process of digestion</p> <p><i>Science: Classwork (Back Pocket/Right Side)</i></p>
<p>Progress report graphing the amount of missed assignments to give to your parents</p> <p><i>Home Folder: Communication</i></p>	<p>Grade sheet for a group project in history You got an A!</p> <p><i>Home Folder: Returned Work (Right Side)</i></p>

UNIT 1 MATERIALS MANAGEMENT

3-9

# EXECUTIVE FUNCTIONS CURRICULUM SCOPE AND SEQUENCE

## Middle School Curriculum Notebook

MONTH	UNIT	LESSON	PAGE	CLASSROOM APPLICATION
BEFORE SCHOOL BEGINS			2-1	Suggests a variety of ways to manage the demands of preparing for the school year.
<b>Students Will:</b>				
SEP.	Materials Management	Setting Up the Binder	3-5	Organize their classroom materials.
	Time Management and Planning	Making Time for Homework	4-10	Record assignments into weekly planners.
	Goal Setting	Making a Goal Map	6-5	Explore their personal and academic goals.
	Study Strategies	Engaged Listening	5-7	Enhance listening and attention skills through the use of an engaging activity.
OCT.	Time Management and Planning	Task Analysis	4-17	Break down and plan out a long-term project.
	Study Strategies	Following Written Directions	5-21	Analyze and follow written directions.
		Organizing Information	5-60	Organize information using a variety of note-taking styles.
	Learning Strengths	Identifying Learning Strengths	8-3	Identify individual learning strengths, allowing teachers to incorporate these strengths into group and independent work.
NOV.	Materials Management	Long-Term Storage	3-15	Clean out their binder/system to avoid overstuffing while still allowing them access to previous work.
		Revisit Binder Checklist	3-11	Review a checklist for organizing their binders.
	Time Management and Planning	Practice Prioritizing	4-14	Prioritize assignments for their nightly homework routines.
	Study Strategies	Two-Column Note Taking	5-69	Organize classroom information using the two-column method.

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MONTH	UNIT	LESSON	PAGE	CLASSROOM APPLICATION
DEC.	Study Strategies	Three-Column Note Taking	5-73	Organize classroom information using the three-column method.
		Creating Study Plans	5-77	Plan out when and how they will study for tests.
		Creating a Troubleshooting Journal	5-46	Devise a list of strategies to assist them in independently completing a math assignment using a troubleshooting journal.
JAN.	Time Management and Planning	Reinforce Task Analysis	4-17	Break down and plan out a long-term project.
	Study Strategies	Analyzing Mistakes	5-93	Analyze mistakes on a graded test.
		Tracking Grades	5-100	Keep track of grades and progress toward a goal.
		Reading for Different Purposes	5-27	Enhance reading comprehension skills by providing a purpose for reading.
	Goal Setting	SMART Goals	6-10	Create a goal using the SMART goal-setting criteria.
FEB.	Study Strategies	Tips for Editing	5-44	Engage in strategies to support the editing process.
	Decision Making/ Problem Solving	Making Quick Decisions	7-21	Engage in strategies to support the decision-making process.
	Study Strategies	Review Organizing Information	5-60	Organize information using a variety of note-taking styles.
		Applying Testing Strategies	5-87	Prepare for taking standardized tests.
MAR.	Learning Strengths	Experiencing Multiple Intelligences	8-18	Apply different learning strengths.
	Study Strategies	Revisit Tips for Editing Using a Current Paper	5-44	Engage in strategies to support the editing process.
		Reinforce Analyzing Mistakes	5-93	Analyze mistakes on a graded test.
APR.	Decision Making/ Problem Solving	Making Tough Decisions	7-5	Reflect upon outcomes to determine actions for important decisions.
	Goal Setting	Review SMART Goals	6-10	Create a goal using the SMART goal-setting criteria.
MAY	Study Strategies	Creating Study Plans	5-77	Review how to plan out when and how they will study for exams or cumulative assessments.
		Reinforce Learning Strengths	8-3	Incorporate appropriate study strategies into a study plan based on My Learning Strengths Profile.

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# Notes

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## 4. TIME MANAGEMENT

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## UNIT INCLUDES:

### OVERVIEW

### SELF-ASSESSMENT

### PROGRESS MONITORING

#### LESSON 1: PLANNING

#### LESSON 2: MAKING TIME FOR HOMEWORK

#### LESSON 3: PRACTICE PRIORITIZING

#### LESSON 4: TASK ANALYSIS

---

### In this unit your students will:

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- Evaluate and improve the use of unscheduled time
- Use monthly and weekly calendars to track homework assignments and important school and personal dates
- Prioritize assignments according to importance, difficulty, and time constraints
- Break down long-term assignments into manageable tasks and develop a schedule for completion



## OVERVIEW

# STUDENTS LEAD VERY BUSY LIVES.

THEY SPEND SIX HOURS DAILY IN SCHOOL, ARE INVOLVED IN ALL TYPES OF AFTER-SCHOOL ACTIVITIES, HAVE FAMILY AND HOUSEHOLD RESPONSIBILITIES, AND ARE ASKED TO COMPLETE NIGHTLY HOMEWORK ASSIGNMENTS. HELPING STUDENTS BECOME AWARE OF HOW THEY SPEND THEIR TIME, AS WELL AS GIVING THEM STRATEGIES TO EFFICIENTLY MANAGE THEIR TIME, WILL FACILITATE INDEPENDENCE AND A SENSE OF CONTROL.



## DESCRIPTION OF LESSONS

### **SELF-ASSESSMENT:** How Well Do I Manage My Time (*10-15 minutes*)

This eight-item self-assessment tool allows students to evaluate their ability to manage time, prioritize, and use task analysis. Teachers can also use the assessment to monitor student progress over time. (See pages 1-12 and 1-13 for instructions.)

### **LESSON 1:** Planning (*30 minutes*)

Students are introduced to a system for the daily recording of homework assignments.

### **LESSON 2:** Making Time for Homework (*60 minutes*)

Students explore how they prioritize, spend their free time, and make a plan for a consistent time to complete homework

### **LESSON 3:** Practice Prioritizing (*30 minutes*)

Students practice ranking homework assignments based on specific criteria. Once understood, they will prioritize *Tom's Homework*.

### **LESSON 4:** Task Analysis (*30 minutes*)

Students are introduced to a technique for systematically analyzing a long-term project and breaking it down into manageable tasks.



## REFLECTING ON YOUR PRACTICE

- *How do I help students use their planners consistently and effectively?*

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- *How can I help students to be more independent in deciding the importance of tasks?*

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- *To what extent do I need to scaffold task analysis for students?*

---

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- *How has prioritization and task analysis been successful in my classroom?*

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## BRIDGING TO THE CLASSROOM

- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Allow 5 minutes at the end of class for students to write down, prioritize, and clarify homework assignments.</li> </ul> | <ul style="list-style-type: none"> <li>• When assigning long-term projects, allow time for students to independently use task analysis. Provide feedback on their plans and timetable.</li> </ul> | <ul style="list-style-type: none"> <li>• Periodically check the progress of individual students when they are working on long-term projects.</li> </ul> | <ul style="list-style-type: none"> <li>• If students need more structure for long-term projects, create separate due dates for each component.</li> </ul> |
|---|---|---|---|



## RESEARCH SAYS:

WHEN TEACHERS AGREE TO HAVE STUDENTS USE THEIR PLANNERS TO RECORD THEIR ASSIGNMENTS WITHIN AN ORGANIZED PROGRAM, HOMEWORK COMPLETION IMPROVES SIGNIFICANTLY (CARIBOO HILL, 2003). THIS HIGHLIGHTS THE INTEGRAL ROLE A TEACHER PLAYS IN SHAPING AND SUPPORTING THIS IMPORTANT BEHAVIOR.

# Student Worksheet:

## How Well Do I Manage My Time?

Name: .....

Date: .....

	NONE OF THE TIME 0	SOME OF THE TIME 1	MOST OF THE TIME 2	ALL OF THE TIME 3
I have dates from my school and personal schedules in my planner.				
I write all my assignments in my planner every school day.				
I record my after-school activities in my planner every day.				
I prioritize my assignments each night.				
I know how to break a long-term assignment into manageable parts and add them to my planner.				
I allow enough time to complete my assignments.				
I work on long-term projects a little bit at a time.				
I hand my assignments in on time.				

### Reflection Questions:

1. How do I manage my time? .....

.....

2. What system do I use to remain aware of all my assignments in order to complete them on time?

.....

3. What strategies will help me to better manage my time? .....

.....

# Teacher Resource:

## Monthly Progress Monitoring Charts

TIME MANAGEMENT	STUDENT:			
	DATE:	DATE:	DATE:	DATE:
Mastery	24	24	24	24
	23	23	23	23
	22	22	22	22
	21	21	21	21
Developing	20	20	20	20
	19	19	19	19
	18	18	18	18
	17	17	17	17
Emerging	16	16	16	16
	15	15	15	15
	14	14	14	14
	13	13	13	13
Not Yet Established	12	12	12	12
	11	11	11	11
	10	10	10	10
	9	9	9	9
	8	8	8	8
	7	7	7	7
	6	6	6	6
	5	5	5	5
	4	4	4	4
	3	3	3	3
	2	2	2	2
	1	1	1	1
	0	0	0	0

# Lesson 1

## Planning

### Objectives

In this lesson, students will:

- Learn a system for recording homework assignments
- Become familiar with the features of a planner
- Record important school and personal dates in the planner

### Materials

Student Guide pages 14–20

*For Students: Students' Planners*

**STUDENT GUIDE CONNECTION:** Have students read page 14 in the Student Guide and then take the Self-Assessment on page 15. This assessment can be self-administered or taken during a teacher-student interview. However, it should be completed before starting this lesson.

### Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

### DISCUSS

**Explain to the class the importance of transferring dates and activities from the school calendar to their weekly calendar.**

Ask: *What do you use a planner for?*

*What types of things should be written in a planner?*

*What have you learned about how after-school activities and special occasions might affect the completion of homework assignments?*

**Discuss types of systems students have used to record homework assignments.**

Ask: *Have you ever forgotten to turn in a homework assignment on time?*

*What were the consequences?*

*Do you write down homework assignments each day?*

*How do you record assignments?*

*What information do you include?*

*Has your system been successful?*

*How do you think the various school and personal dates or after-school activities you have entered into your weekly/daily calendar will affect your completion of homework?*

*How might you plan ahead for a particularly busy day?*

### SHOW

**Familiarize students with or review the weekly/daily pages in the planner.**

Point out the following:

- Subject area sections
- Monthly calendars
- After-school section



## RECORD

### Have students read pages 16 and 17 in the Student Guide.

Then discuss the recording of daily assignments by going over page 18, *Using a Planner*.

- Record daily assignments in detail.
- Check off assignments when completed (even in class).
- In addition to recording homework assignments, students can record important school and personal dates.
- Check with parents about other important dates (doctor's appointments, parties, etc.).
- If a textbook needs to be taken home to complete an assignment, ask students to highlight the assignment or use an asterisk (\*) next to it in the planner.
- When there is no homework assigned, students write NH or No Homework next to the subject name.

## ACTIVITY

### Discuss page 19, *Brad's Planner*, in the Student Guide.

Read the directions at the top of the page together. Then have students look at Josh's Planner on the left and Brad's Planner on the right. Tell students to record the errors next to Brad's Planner.

Answers

*Reading* ..... *Forgot to write down what to read*

*Language Arts* ..... *Forgot to write assignment*

*Math* ..... *Forgot to write down problems*

*Science* ..... *Forgot to write NH*

*Social Studies* ..... *Forgot to write specifically what to do for the report*

*Music* ..... *Forgot to write down reason for meeting with Jill*

*After School* ..... *Forgot to write down soccer practice*

**STUDENT GUIDE CONNECTION:** Point out the *Planner Checklist* on page 20 in the Student Guide and decide with students when to do the first planner check. You may wish to do individual planner checks during teacher-student interviews or have students do a self-check.



## BRIDGING TO THE CLASSROOM

- Allow 10 minutes at the end of the school day to review all homework assignments and check planners. For departmental schedules, allow 5 minutes at the end of each academic class period to review homework assignments and check planners.
- Use the classroom monthly wall calendar to post important dates each month. Students can transfer these dates written on the wall calendar to their weekly and monthly calendars in their planners, including standardized testing dates, project due dates, holidays, half-days and early dismissals, field trips, and birthdays.
- Keep a master planner to assist students who are absent. Assign a student this responsibility as a classroom job.

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# Student Resource: Using a Planner

Record important information about every assignment (e.g., page and problem numbers, materials needed).

Write *NH* or *No Homework* if no assignment is given.

Check off or cross out completed assignments.

**2011 NOVEMBER**

S M T W T F S

1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30

www.premiercampus.com

You just finished all those math problems, and now you're done with your homework. But did you check your answers before closing the textbook? If you don't check your work, you might miss simple mistakes that could really cost you on a test.

Working on math problems helps you learn test techniques. Don't just skip to the answer; learn the process!

Make sure you have all your supplies at your desk before starting your homework.

Think THIS WEEK'S GOALS, PROJECTS, IDEAS

- Get an A on my spelling test
- Keep my planner up to date 4/5 days.
- Be on time to school every day this week

"Goin' Zero" anagram? Go to your November calendar!

**31 MONDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

NH

pp. 103-105 odds

Finish lab Read pp. 137-149

Create 5 quiz questions (Wed)

softball practice

Apartment showing

call Grandma

walk dog

**1 TUESDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

Study for spelling test

pp. 107 #3-14

NH

Create 5 quiz questions (Wed)

softball practice

call Grandma

walk dog

**2 WEDNESDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

Study for spelling test

NH

Read pp. 150-150 Answer questions #1-5

Study for quiz on Thurs.

softball practice

Drama practice bring script

**3 THURSDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

Study for spelling test

Study for math quiz (Fri.)

Bring in leaf

Social Studies quiz!

Softball Game - bring uniform

**4 FRIDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

Spelling test!

pp. 110 Questions #3-21 due Tues.

NH

NH

**5 SATURDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

NH

**6 SUNDAY**

Record TODAY'S TO-DO'S

TESTS & ASSIGNMENTS

NH

Check REVIEW & REFLECT Did I finish what I planned? Transfer unfinished tasks to next week.

If assignments are not completed, rewrite them for the following day or draw an arrow.

Include daily and weekly goals.



Include after-school activities.

Record and highlight due dates of tests, quizzes, and long-term projects.

## UNIT 4: TIME MANAGEMENT & PLANNING

**DIRECTIONS:** Below you see Josh's Planner on the left and Brad's Planner on the right. Josh and Brad have the same schedule and homework assignments and play on the same soccer team. Therefore their planners should look identical. Josh has done a nice job of writing in his planner. Brad has some things to learn. Can you find *all* of the things wrong with Brad's planner?

List all of Brad's mistakes.

 <b>Record</b> TODAY'S TO-DO'S.....	
TESTS & ASSIGNMENTS	
LANGUAGE ARTS-READING	Read
MATH	pg. 251
SCIENCE	
SOCIAL STUDIES	Work on report
	meet w/ Jill
 <b>Act</b> PLAN MY PRIORITIES.....	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	
P/T COMMENTS	

# Student Worksheet:

## Planner Checklist

Name: ..... Date: .....

### DIRECTIONS:

Step 1. Write your name on the line above.

Step 2. Write the date of the planner check on the line above.

Step 3. Read each statement. If the planner meets the requirement completely, check "Yes."  
If the planner meets the requirement only partially or not at all, check "No."

Step 4. Add up the number of boxes checked "Yes."

Write that number under the word *Total* at the bottom of the "Yes" column.

CHECK TO SEE IF:	YES	NO
1. All subject names are listed for today and previous days of this week.	<input type="radio"/>	<input type="radio"/>
2. Each subject has an assignment listed or is marked as <i>NH</i> or <i>No Homework</i> .	<input type="radio"/>	<input type="radio"/>
3. Completed assignments are crossed out or have a ✓ next to them.	<input type="radio"/>	<input type="radio"/>
4. After-school activities are noted.	<input type="radio"/>	<input type="radio"/>
5. Tests, quizzes, and long-term project due dates are recorded.	<input type="radio"/>	<input type="radio"/>
6. Homework on previous days has been prioritized by noting which assignments should be completed first, second, etc.	<input type="radio"/>	<input type="radio"/>
7. Homework that requires a book be taken home is noted.	<input type="radio"/>	<input type="radio"/>
8. Each homework assignment is detailed, including page and problem numbers when needed.	<input type="radio"/>	<input type="radio"/>
	Total:	
	/8	

TIME:  
**60**  
MINUTES

# Lesson 2

## Making Time for Homework

### Objectives

In this lesson, students will:

- Reflect on their personal schedules and how they chose to spend their time
- Consider setting a regular homework time

### Materials

Student Guide pages 21–22

### Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

DISCUSS

**Students discuss and evaluate how they plan and spend their time.**

Ask: *What do you spend most of your week nights doing?*

(Possible responses: homework, TV, video games, communicating with friends)

LIST

**Brainstorm daily priorities.**

Have students individually write down the things they want to accomplish each day or what they consider to be their daily priorities. Individual lists can be shared with the class and a “Daily Priority List” can be written on the board.

ESTIMATE

**Go through the time estimation activity, *How Do I Spend My Time?* on page 21 in the Student Guide.**

Ask students to estimate how much time they spend doing each of the activities listed on the bottom of the page. Then have students use this information to graph a typical day on the pie chart at the top of the page. Each segment of the pie graph represents one hour. So, if a student sleeps for seven hours, then seven segments would be shaded and labeled *sleep*.

DISCUSS

**In pairs or as a class, have students compare and contrast their schedules.**

Have students consider whether their schedules match their priorities. That is, do they make sure they get the most important things completed and then fill in the rest of their time with what fits?

**Tell students to look at *Planning My Time* on page 22 in the Student Guide**

# DISCUSS

**Discuss students' plans and their rationale for creating them.**

Ask: When do you schedule your homework time?  
How much time a night do you need to designate to homework?  
How much free time do you have in your schedule?  
How do you choose to spend your free time?



## BRIDGING TO THE CLASSROOM

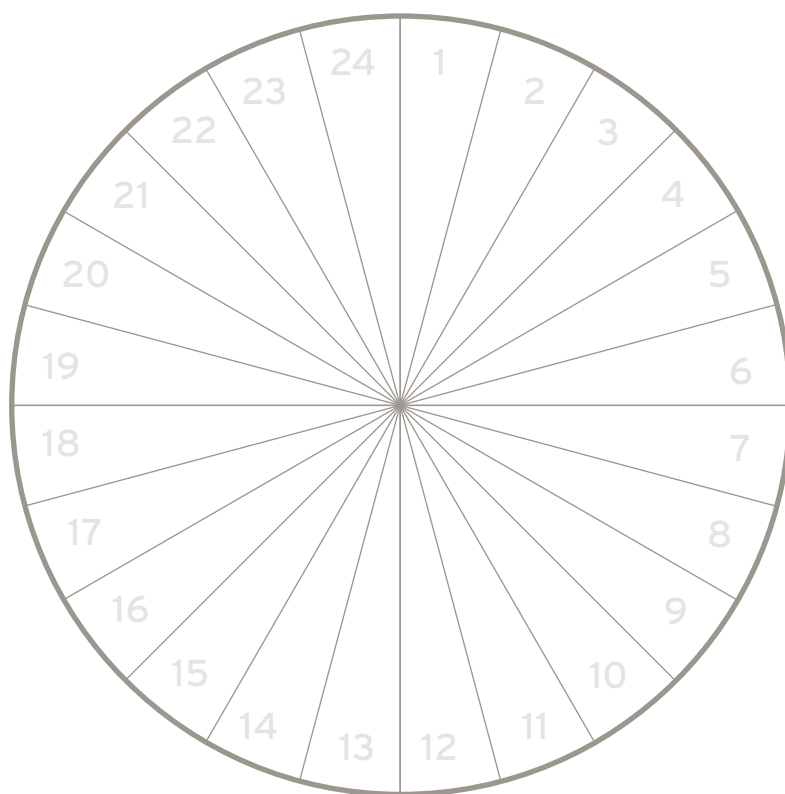
- With the student and the support of parents, establish a consistent time and place for homework to be completed.

# Student Worksheet:

## How Do I Spend My Time?

Name: ..... Date: .....

**DIRECTIONS:** Of the 24 hours in the day, estimate how much time you spend in the following areas. Create a pie chart to do this. Use colored pencils to represent each activity. Each segment of the pie chart represents one hour of time.



TYPE OF ACTIVITY	COLOR
Homework	
Video Games	
Internet	
Phone/IM	
TV	
Sleep	
Personal Hygiene	
Sports/Fitness	

TYPE OF ACTIVITY	COLOR
School	
Meals/Snacks	
Community Activities	
Family	
Social/Friends	
Other	



# Student Worksheet:

## Planning My Time

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### DIRECTIONS:

- Step 1: Begin on Monday and schedule everything that you have to do after school (family responsibilities, sports, after-school programs).
- Step 2: Schedule homework time. Think about the best time for you to do your homework. Consider when you are most alert and how much time you will need. Block out the appropriate amount of time. You may have to schedule more than one homework session.
- Step 3: Shade in the time you have left for leisure activities, such as communicating with friends, listening to music, and watching television.
- Step 4: Plan your schedule for the rest of the week following steps 1, 2, and 3.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 P.M.					
3 P.M.					
4 P.M.					
5 P.M.					
6 P.M.					
7 P.M.					
8 P.M.					
9 P.M.					
10 P.M.					
11 P.M.					

TIME:  
**30**  
MINUTES

# Lesson 3

## Practice Prioritizing

### Objectives

In this lesson, students will:

- Understand the notation system for prioritizing homework
- Practice prioritizing a homework assignment based on due date and difficulty

### Materials

Student Guide pages 23–24

### Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

#### DISCUSS

#### Hold a discussion on prioritizing the completion of homework assignments.

Discuss with students what they would do if they had a lot of homework to complete, with some assignments due the following day and some due later. How would they decide which homework to start with and in what order?

Ask: *What homework do you do first? The easiest? The most challenging? The one that is listed first?*

Compare responses: *Does everyone prioritize in the same way?  
Are some criteria for prioritizing better than others?*

#### EXPLAIN

#### Explain the prioritization system.

- Rank assignments by when they are due, difficulty, and the amount of time they require. Assignments that are due the following day should be ranked first. These assignments are considered **A** assignments. Anything with a later due date is a **B** assignment.
- Advise students to complete the more challenging assignments before easier assignments. Students will be able to tackle more difficult tasks while they have more energy and attention.
- Next, assignments should be numbered 1, 2, 3, etc., starting with all of the **A** assignments and then numbering the **B** assignments 1, 2, 3, etc.
- When students begin working on their homework, they will then begin with the **A** assignments (**A1**, **A2**, etc.) If there is time, they can move on to any **B** assignments, starting with **B1**.

Students are advised to prioritize homework any time they have more than one assignment. They should understand that this should be a part of their daily routine, either at the end of the school day or before they begin their homework in the afternoon/evening.



# Student Resource:

## Tom's Homework

**Directions:** Help Tom prioritize his homework for tonight. Read all the information provided to create the most effective plan. Any assignments due the next day should be labeled **A** assignments. Any work that has a later due date should be labeled a **B** assignment. Then, number all of the **A** assignments in order of difficulty and priority. Finally, number the **B** assignments (starting with 1) using the same criteria. Use your best judgment.

Tom is a student at Hillside High School. His courses include Social Studies, English, Math, Biology, Spanish, Health, and Art. Tom is a hardworking student, but he needs some help deciding how to organize his homework time. Tom's favorite subject is Social Studies and his least favorite is Biology. Math has always been difficult for him and currently he is having trouble understanding the material. He loves to read, but often gets sleepy while reading. Tom has written the following Homework in his planner for November 19.

- Health–NH
- English–Write a five-paragraph essay (due 11/22)
- Biology–Study for test on Chapter 15 (11/21)
- Art–Collect magazine pictures for collage (due 11/20)
- Social Studies–Read Chapters 1-3 (due 11/22)
- Math–Do page 87, 1-12, and page 88, even only (due 11/20)
- Spanish–Complete page 62 (due 11/20)

ORDER	ASSIGNMENT
1	
2	
3	
4	
5	
6	
7	

# Lesson 4

## Task Analysis

### Objectives

In this lesson, students will:

- Understand how to break a long-term assignment into manageable chunks
- Understand how to apply task analysis through the use of a practice assignment

### Materials

Student Guide pages 25–29

*For Students: 10–15 Transparent SeeNotes® per student*

*For Teachers: Example of Task Analysis*

### Planning Ahead

- Before teaching this lesson, it helps to teach and/or review the CUCC lesson. (See **Lesson 2: Following Written Directions** in the Study Strategies Unit.)
- You may want to look at *Example of Task Analysis* on page 4-19 before teaching this lesson.

### Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

#### DISCUSS

#### What is task analysis?

Ask: *What kind of tasks need to be broken down?*

*What are the steps in task analysis?*

(Answer: (1) Breakdown a task into manageable steps. (2) Transfer steps to transparent self-stick flags. (3) Transfer SeeNotes® to daily planner.)

#### EXPLAIN

#### Teach strategies for analyzing tasks.

Step 1: Have students turn to page 25, *Project: Recycle*, in the Student Guide. Tell them that they should pretend they have been assigned the project described on page 25 and that it is due in one week.

Step 2: Students use the chart on page 25 to break down all of the steps needed to complete the project. They record the steps in the column labeled *Action*.

Remind students that each step should consist of a manageable chunk of work that can be completed in one night along with the other homework they may have that evening. A suggested amount of time per chunk should be about 30–60 minutes. Explain that some tasks may need to be broken down into two different steps.

(continued)

## EXPLAIN

(continued)

Step 3: Once all the steps are listed in the table, ask students to choose a work date for each step. This is the day that they would complete that particular task. Remind students to take into account days when they might have other events or activities to do.

Step 4: Transfer each *Action* onto a SeeNote®.

Step 5: Students place the SeeNotes® in their planners on the dates that correspond to the dates they listed in the *Work Date* column of the chart. Explain to students that by using SeeNotes® it is easy to move an *Action* to another day if it's not completed.

Note: Students should only have one or two SeeNotes® planned per day.

After students complete the activity on page 25, read pages 26 and 27 together. Have students compare their task analysis to the one in the Student Guide.

## REFLECT

### Evaluate the activity.

*Ask: What did you like about the system?*

*What is difficult about the system?*

*How did you previously plan for large assignments?*

*How might this system help you deal with larger assignments?*

*How could you use this process and include it in your study habits?*

*Do you have any current large assignments that need to be broken down?*

## FOLLOW UP

### Point out the Task Analysis Template on page 28 in the Student Guide.

Encourage students to use this template as needed to plan for long-term projects.

**STUDENT GUIDE CONNECTION:** Have students read page 29 in the Student Guide to reinforce what they learned in this unit.



## BRIDGING TO THE CLASSROOM

- Encourage students to participate in the process of breaking down and planning for long-term projects in your class.
- Have students identify all the components of a project and suggest an appropriate timetable for completing each chunk.
- Refer to lesson **Creating Study Plans** in the Study Strategies Unit for tips on how to use task analysis skills when studying for tests.
- Have students use the *Task Analysis Template* on page 28 in the Student Guide to break down any large class assignments.

# Teacher Resource:

## Example of Task Analysis

### Project Management Using the Planner

#### DIRECTIONS:

1. Break down the project requirements into a list of daily steps.

*For this project you need to interview one family member and three neighbors about their recycling habits. You need to ask them questions about what they do with paper, cans, glass, and other items. You need to make a list of questions ahead of time that you will ask them during the interview. Once you have finished the ...*



1. Schedule interviews
2. Write questions
3. Conduct interviews
4. Write paragraph
5. Make a bar graph
- Etc.

2. Transfer each step into your planner on the day that you will accomplish that step.

30 MONDAY JAN	31 TUESDAY JAN	1 WEDNESDAY JAN	2 THURSDAY JAN	3 FRIDAY JAN
Record TODAY'S TO-DO'S Schedule Interviews	make list	Record TODAY'S TO-DO'S Conduct Interviews	Chart Responses	Create Paragraph

3. Use a highlighter or SeeNotes® to color code your projects and create a visual reminder.

30 MONDAY JAN	31 TUESDAY JAN	1 WEDNESDAY JAN	2 THURSDAY JAN	3 FRIDAY JAN
Record TODAY'S TO-DO'S Schedule Interviews	make list	Record TODAY'S TO-DO'S Conduct Interviews	Chart Responses	Create Paragraph



# Student Worksheet:

## Project: Recycle

Name: ..... Date: .....

**DIRECTIONS:** For this project you need to interview one family member and three neighbors about their recycling habits. You need to ask them questions about what they do with paper, cans, glass, and other items. You need to make a list of questions ahead of time that you will ask them during the interview. Once you have finished the four interviews, write three paragraphs explaining their recycling habits. Chart their responses in a bar graph, showing their method for recycling, such as separating all items, throwing all items in the garbage, just recycling certain items. Then, you will create a poster showing how you can encourage more people in your community to recycle. Finally, prepare a 10 minute presentation explaining what you learned.

Due Date: .....

## TASK ANALYSIS

PROJECT: .....

STEP	ACTION	WORK DATE	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

# Student Worksheet:

## Task Analysis Template

Name: ..... Date: .....

Due Date: .....

PROJECT: .....

STEP	ACTION	WORK DATE	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

# Student Resource:

## Time Management

### HOW DO I PRIORITIZE?

Rank all assignments based on:

- Due date
- Difficulty
- Time needed

### Why should I keep a yearly/monthly calendar?

It is important to be aware of the school calendar at the beginning of the year to help you see the “big picture.” Writing down vacations, holidays, half-days and special events, and then adding personal dates (birthdays of family and friends) and after-school activities is very helpful when long-term planning. Recording these in the monthly calendar will give you a quick overview of what each month looks like.

### Why should I write down nightly homework assignments?

Relying on your memory to recall nightly homework assignments is not a reliable method. Learning and using a daily system of recording all assignments in every subject will help you complete and turn in assignments on time. Writing *NH* or *No Homework* next to a subject when no homework has been assigned will prevent you from thinking you may have forgotten an assignment.

### How does recording after-school activities impact my homework completion?

Some days can be very busy. For instance, you may have soccer practice and a piano lesson after school and must baby-sit for your niece in the evening. You also have homework in math, an essay to write, and a science project to finish. Looking at your overall schedule a few days in advance will help you feel prepared for such hectic days. Working on the essay and project in advance and using study hall to complete the math assignment will enable you to participate in all activities and get your homework done on time.

### How does using task analysis help with long-term projects?

When your teacher assigns a long-term project, you may be confused on where to begin and wonder how you will ever get it all done. Or you might wait to get started, thinking you have more time than you actually do. Breaking down the assignment into individual tasks and using a calendar to develop a plan for completion should be your first step. Completing small chunks of the assignment nightly will insure the project will be completed on time.

### Big Assignments Need To Be Broken into Small Pieces

- How much total time do you have?
  - Break assignment into chunks that can be completed in one night.
  - Use a monthly calendar to plan backwards from the due date.
- Hint: Include a day or two extra for editing and review.*
- Transfer schedule from monthly to weekly calendar.
  - Adjust your schedule as needed.



Thank you for downloading this portion of School Specialty Planning & Student Development's Executive Functions Skill-Building Program.

We encourage you to further explore information about this program by visiting [www.premier.us/Executive-Functions](http://www.premier.us/Executive-Functions).

To contact a sales consultant with additional questions or to receive a quote for purchasing this program for your school, call 1-800-221-1165.

400 Sequoia Drive, Suite 200  
Bellingham, WA 98229  
Phone: 800-221-1165  
Fax: 800-886-8776  
[www.premier.us](http://www.premier.us)

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